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The child with no speech handicaps needs training if he is to develop a speech pattern which is an asset rather than a liability. The regular classroom teacher must be prepared to provide instruction in correct speaking in conjunction with other classroom activities. The curriculum should provide for instruction in the basic attitudes and abilities inherent in speech skills. Systematic instruction in speech can be correlated with other subjects such as arithmetic, science, health, physical education, social studies, music, and art. Curriculum planning can include talks about sounds, group discussions, problem-solving sessions, panel discussions, and practice in parliamentary procedure. For maximal effectiveness the teacher must give careful consideration to his own voice use, articulation, enunciation, and pronunciation as well as to that of his pupils'.

Oral reading, choral speaking, and dramatic productions are especially adaptable to instruction in proper speech techniques.

A fifty-four item annotated bibliography, appendices containing sounds of English, informal dramatics suggestions, and a list of speech games are included.

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SPEECH IMPROVEMENT

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Carl F. Hansen, Superintendent

SPEECH IMPROVEMENT for the ELEMENTARY SCHOOLS

A CURRICULUM RESOURCE BULLETIN

District of Columbia Teachers College
Dr. Paul O. Carr, President

Educational Materials Laboratory
Office of Education
MAR 1964
DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

John M. Riecks, Deputy Superintendent of Schools
LuVerne C. Walker, Director of Curriculum

WASHINGTON, D. C.
1962

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INTRODUCTION

This curriculum resource bulletin is the product of the planning of the late Mr. Hoffmann for a bulletin for classroom teachers. It represents the cooperative efforts of the Speech Center of the D. C. Teachers College and the Curriculum Department.

It is our hope that this guide will serve as a reminder of the fine contribution Mr. Hoffmann has made to the Public Schools of the District of Columbia.

CURRICULUM COMMITTEE

The materials in this curriculum resource bulletin were prepared by a committee of speech teachers.

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FOREWORD

Speech is learned through imitation. The child first learns to speak by patterning his speech after that of his parents, and later by incorporating the speech patterns of his playmates into his.

The next major influence in the speech of the child is the classroom teacher. The child imitates him. He learns new words, picks up inflectional patterns, speech rhythms, and even vocal characteristics from his teacher. His listening has a dual role. He learns from the teacher not only the subject matter being taught, but also the ways of communication which he will use all of his life. Thus, every teacher is a teacher of speech.

Speech plays such an important role in our lives, and is such an integral part of our personality, that it is often taken for granted. Its correct development as a skill is left to chance. The handicapped child is given special training by the speech specialist. But, what about the normal child? The child who has no physical defects which impair his speech often receives no specialized assistance and, as a consequence, develops a speech pattern which is a liability rather than an asset to him.

It is obvious that the classroom teacher, having little or no specialized training in speech, must have guidance in the evaluation and correction of the child's speech habits. He also must have assistance in the use of techniques which will enable him to help the child express himself.

This bulletin is designed as a practical aid for the classroom teacher. Its purpose is to demonstrate the facility with which speech can be correlated with all areas of the program in the elementary school. Included are suggested group experiences, and background material for assisting the child toward skills in voice production and articulation.

This program is concerned with the speech development of normal children. The handicapped child is guided by the speech correctionist. The normal child can be guided by the classroom teacher with the assistance of a specialist in speech.

It is hoped that this bulletin will prove an aid to the classroom teacher, and give help in the important job of developing the child to his fullest potential as a well-adjusted citizen.

CHARLES P. HOFFMANN
Director, Speech Center
1959 - 1960

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PART I.
SPEECH IN THE ELEMENTARY SCHOOL PROGRAM

ATTITUDES AND ABILITIES

Effective speaking and effective listening are achieved when the classroom teacher has made adequate allowance in the school program for the development of the basic attitudes and abilities inherent in these skills.

Effective Speaking includes:

A desire to contribute worthwhile ideas effectively.
The ability to use words which express ideas clearly and accurately.
The ability to use voice and articulation so that speech will be heard and understood.
The ability to select and organize ideas effectively.
The ability to use appropriate posture and bodily actions.
The ability to adapt speech behavior and speech organization to the group situation.
The ability to communicate thought and mood in oral reading, choral speaking, and dramatic activities.

Effective Listening includes:

Courtesy and attentiveness in listening.
The ability to listen for: main ideas; sequential development of sub-points; use of explanatory or supporting evidence.
The ability to analyze the meanings of words used by a speaker.
The ability to adjust to a speaker's voice and the acoustical conditions of the situation.
The ability to adapt listening behavior in conversations and discussions.
Appreciative listening to literature presented in oral reading or dramatic form.

THE NEED FOR SYSTEMATIC INSTRUCTION

Children come to school with certain abilities in speaking and listening. For further growth and development, our children need systematic instruction in oral communication. To develop skill in speaking and listening, children need to learn how to talk and listen by participating in a series of planned lessons.

A series of lessons should be provided for each new skill. Parallel speaking and listening skills are to be included in the same lesson. For example, "listening for the main idea" may be combined with a lesson on stating the main point. All material should be so related to the classroom activities that speaking and listening will be meaningful as well as enjoyable. Success is the watchword! Follow-up activities are provided for further practice. Higher standards for speaking and listening should evolve after the skill has been used successfully.

The teacher should not forget the very important role personality plays in the speaking and listening attitudes and abilities of his pupils. He is familiar with the aggressive or withdrawn child's speaking and listening behavior. The insecure child expresses his insecurity through different forms of behavior. His personality, to a great degree, determines how he speaks and listens. His feelings about the topic, about others, about himself may effect his speaking and listening behavior. His feelings may also affect how he listens and how he reacts to what he hears. Therefore, instruction in speaking and listening is based on an understanding of the personality of each child.

In this bulletin, Part Two is devoted to each of the areas of oral communication such as, talks, discussion, voice, and the like. A definite sequence is recommended for the development of skills. Possible variations may be used for the skills in voice, articulation, oral reading, and choral speaking. Skills should be developed in the order presented for talks, group discussion and dramatic activities. It is not necessary to complete all the skills in one area before going to another. Usually, the subject matter being studied will determine the area of speaking and listening that may most appropriately be taught. Perhaps, the word analysis activities in a reading lesson provide materials for teaching accurate articulation of a specific speech sound. Or, perhaps, a poem may be utilized in teaching a vocal skill. The teacher must decide whether the pupils are ready to learn the skills in a new area. The length of time spent in an area will be influenced by the grade and the individual differences within the class. Most of the oral communication skills may be taught with varying degrees of emphasis, at every grade level, since the major difference between the two levels—primary and intermediate—is the increased complexity in the use of these skills.

Thus, in deciding on the emphasis to be given at a particular grade level, the teacher must first analyze the abilities of the class, and determine from this analysis the abilities the children already have, the skills which should be reviewed, and the new skills to be introduced.

Instruction should be so systematically provided that the similarities of language usage in reading, writing, speaking and listening are strengthened through their integration. However, if children are to develop the attitudes and skills to adapt language to the psychological factors in each communicative situation, individual instruction in each of the language arts is essential.

CORRELATION WITH OTHER SUBJECTS

It is quite simple to correlate oral communication with the content subjects such as, social studies, arithmetic and science. Social studies provides more opportunities for teaching speaking and listening than any other of the content subjects. Songs and poems used in social studies learnings often provide opportunities for teaching articulation. Dramatizations and other creative activities also stimulate appreciative listening.

Skills needed in arithmetic reasoning have direct application to the organization of ideas in speaking and listening. Accurate and critical listening are required when arithmetic problems are presented orally. Opportunities to teach articulation of specific speech sounds are readily available in the area of arithmetic. For instance, a learning experience on "Time" may include dramatization of different clock sounds for practice with the consonant "t" in "tick-tock". A unit on fractions may include speech sounds with the difficult consonant blends in fractions such as, three-tenths, four-fifths, five-sixths.

In the scientific method of problem-solving, the identification and clear statement of a problem is similar to the identification of the main point of a talk. Oral reports of science observations and experiments provide opportunities to develop speaking and listening abilities. Many of these reports involve the use of objects and diagrams. From observations, we know that children are less self-conscious as they become absorbed in showing the objects and diagrams to others. Children also learn about the respiratory system, the nervous system, the larynx, and other parts of the speech mechanism.

Speaking and listening may be correlated with health and physical education. An understanding of vocal hygiene contributes to efficient voice production. All phases of the program dealing with rest, relaxation, and fatigue may be used, since good vocal hygiene requires freedom from muscular strain. Many physical education games use rhymes and songs

to accompany activity. These may be the media for voice or articulation instruction. Square dance calling is an excellent situation in which vocal skills may be taught.

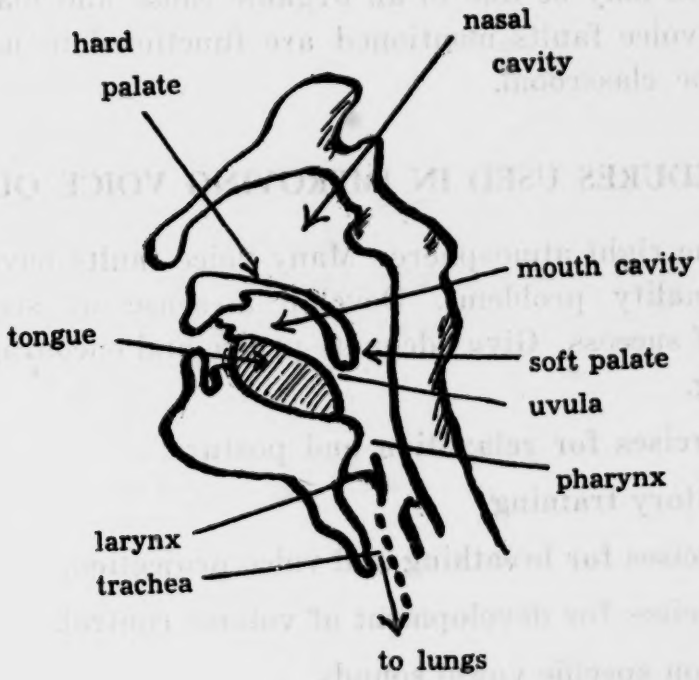
Music affords numerous opportunities for correlation with speech. The vocal phase of music and speech require accuracy of articulation and pronunciation. Both are concerned with time, phrasing, rhythm, pitch, and accent or stress. While the characteristics are used differently in speaking and singing, the basic ideas are similar. Correlated instruction can add to a child's understanding of these concepts. Appreciative listening to music stimulates creative imagery in story telling and dramatization.

The medium of art also affords many opportunities for oral communication for example, constructing puppets and using them in original dramatizations.

BASIC FACTS AND PROCEDURES

How Is Speech Made?

Air is forced from the *lungs* during exhalation, then,
It travels up through the *trachea* (wind pipe), then,
It passes across the *larynx* (vocal cords) causing them to vibrate to produce the sound waves of voice, then,
It proceeds through the *pharynx* (throat) into the
Mouth cavity (the tongue, uvula, soft and hard palate, lips and teeth) where by active coordination
Meaningful sounds are translated into words.



PROCEDURES USED IN TEACHING A SOUND

1. *Hear* it . . . Have children:
   listen to the sound in isolation.
   listen to the sound in the *initial* position in several words.
2. *See* it . . . Have children:
   watch the teacher and/or look at a picture or mirror for the proper mouth position.
3. *Say* it . . . Have children:
   imitate the sound made by the teacher; watch for correct articulation.
4. *Feel* it . . . Have children:
   feel vibration of vocal cords; feel the air blowing out against a finger.

What is Voice?

In general, the normal voice should possess certain minimal characteristics of pitch, loudness, or quality which make meaning clear, arouse the proper emotional response, and ensure a pleasant tonal effect upon the hearer.

Vocal faults evident among some children are: hoarse voice, harshness, nasality, inaudibility, uncontrolled volume, and lack of variety in pitch. Children with hoarse voices should be referred to a throat specialist for a checkup before attempting voice exercises. In some cases, the hoarsenss may be due to an organic cause and may be further impaired by voice drills. The other voice faults mentioned are functional in nature and should respond favorably to work in the classroom.

PROCEDURES USED IN IMPROVING VOICE QUALITY

1. Create the right atmosphere. Many voice faults have their origin in personality problems. Develop a sense of security and a feeling of success. Give adequate praise and encouragement in the beginning.
2. Give exercises for relaxation and posture.
3. Give auditory training.
4. Give exercises for breathing and voice projection.
5. Give exercises for development of volume control.
6. Practice on specific vowel sounds.
7. Practice on specific consonant sounds.
8. Give exercises for developing variety of pitch.

How Are Children Prepared to Learn Speech Skills?

Psychologically . . .	**by creating a favorable attitude through encouragement, group play, and the like.**
Physically	**by encouraging vocal play, learning to listen and using articulation exercises.**
Vocally	**by encouraging relaxation, giving auditory training, practicing for good quality and volume, controlling the sounds: ah - ay - ee - aw - oo.**
Phonetically	**by teaching the consonant sounds: b - p - m - w - h - d - t - n - g - k - ng - f - v - s - z - sh - ch - zh - dz - l - wh - th - r. Use in words, rhymes, phrases, sentences, and everyday speech experiences.**

THE TEACHER LOOKS AT HIMSELF

Teacher Self-Analysis:

Is my voice tense, strident, harsh?
Is it nasal, especially on vowels in: class, hand, how, time?
Is it louder than necessary?
Is it dull and monotonous?
Is it pedantic?
Is my speech so rapid that it may cause tension in my listeners?
Do I give adequate values to word endings? y, t, d, sh, st?
Is my pronunciation of t, d, n, and l clear and crisp?

Teacher Self-Helps:

Ease nervous tension and relax the body by yawning and rotating the head from left to right.

Keep throat relaxed and with the tone forward say such words as the following: at, add, back, match, sandwich, flag, lamp, after, basket, last, ours, down, town, around, house, ice, buy, fine, wide.

Use a soft, but firm, voice to keep the class calm. Avoid trying to talk above noise.

Develop a more interesting voice by practicing a variety of inflections on single words such as, oh, no, now; and, while reading nursery rhymes and poems.

Make a recording of your voice. Play back and listen to the rate, production of specific sounds, and smoothness and fluency of the overall pattern.

Slow down deliberately by using longer pauses and prolonging vowel sounds. Watch pupil reaction.

Read stories and poems aloud with attention to naturalness and fluency. Make a special attempt to highlight the narrative by reading with variety in rate.

Take care to use proper stress, weakening of syllables, and sounds by giving attention to the sounds which are weakened in fluent speech: and; but; than; a; an; the; to; bad; should; shall.

Use a mirror to check on your production of the tongue-tip sounds.

Practice words, phrases, and sentences from the tongue-tip sounds with attention to crisp, light articulation.

THE SPEECH CORRECTIONIST AND THE CLASSROOM TEACHER

The classroom teacher plays an important role in the speech and hearing program. He assists in detecting those children who need help; he cooperates with other school and community personnel in analyzing and understand the child's problem. He provides for the individual needs of the speech and hearing handicapped in the classroom.

The classroom teacher encourages the child with a speech defect to establish himself socially and to adjust himself to his group; he protects him from the cruelty of ridicule and sets an example of sympathy and understanding.

The classroom teacher works with the speech correctionist by acting as a reinforcing agent through classwork to make new speech habits permanent, in recognizing and canceling errors, and in preventing maladjustment.

The speech correctionist points out to the classroom teacher ways in which he can encourage the children to participate in all speaking and listening activities of the classroom; the correctionist points out that the speech or hearing handicapped children should be encouraged to participate in group speaking activities, but should not be singled out for individual performance when this performance is accepted as successful by both teacher and pupils. Therefore, these children are encouraged to participate in all talks, discussions, choral speaking, and dramatizations within the limits of their physical, intellectual, and emotional capacities.

PART II.

SUGGESTED LEARNING EXPERIENCES: PRIMARY - INTERMEDIATE

TALKS

"Talks" are given when a child attempts to inform, persuade or entertain his listeners about a specific subject. A child may explain a process or describe a scene; he may attempt to influence the way his classmates think or act; he may share an enjoyable or entertaining experience. A child may listen to talks given by his teachers or classmates in school, or by playmates in a club or community activity. He may listen to talks in church, over the radio, and/or television.

When giving or listening to talks, children use many speaking and listening attitudes and skills. The attitudes and skills include:

Speaking	*Listening*
Desire to communicate worthwhile ideas.	Willingness to listen attentively.
Ability to state the main point clearly.	Ability to identify the main point.
Ability to tell things in the right order.	Ability to listen for the sequence of items.
Ability to explain the main and subordinate points clearly and orderly.	Ability to listen for the subordinate ideas.
Ability to use a variety of information to explain or prove a point.	Ability to listen for, and analyze critically, the information used to explain or prove a point.
Ability to use words and sentences accurately and vividly.	Ability to listen for accurate and vivid words and sentences.
Ability to create and maintain interest when speaking.	Ability to listen for interesting aspects.
Ability to use an acceptable voice and articulation.	Ability to listen to voice and articulation as aids in understanding or enjoying a talk.
Ability to use appropriate posture, descriptive actions, pictures, models, and the like.	Ability to watch for visual clues when listening.

Suggested learning experiences for PRIMARY grades . . .

TALKING ABOUT SOUNDS

Objectives	*Suggested Procedure*	*Follow-Up*
1. Listening and speaking for enjoyment	**Teacher gives several of the toys to the children. All listen to the sound of the siren. The "talk" revolves around the sounds made.**	***Objectives*: Developing a better concept of the variety of sounds.**
2. Sharing experiences	**Listen to, and talk about, non-verbal sounds such as: whistle; drum; bells; crying doll; horn harmonica.**	**Sharing the sounds that interest children.**
	Encourage children to interpret rhythmically "Giants and Fairies", noting the difference between heavy giant steps and the light fairy footsteps.	***Use*: Sound objects—sleigh bells; birthday music box; whistles; tuning fork.**
		"The Noisy Book" by Margaret W. Brown, N. Y. W. R. Scott, 1939.
		***Do This*: Read "The Noisy Book" to the class. Discuss sounds inside-outside the city.**
***Materials*:**	**Act out as a "Guess What" game the rhythm sounds of jumping; skipping; walking; running; galloping; sliding; and the like.**	**Experiment with tuning fork and other things to see how sound is made by vibrations.**
Toys that make sounds—		
Fire Engine		**Identify each other's voices to introduce the game, "Knock, Knock—Who's There?"**
Ambulance		
Police Car		**Contrast daytime and night-time sounds.**
Other Toys	***Evaluation*:**	***Evaluate*: What are some of the sounds which attract children's attention?**
	Are the children more sensitive to sounds?	**What are some of the sounds awakening an interest?**
	Has the discrimination of sounds been developed?	**Are children more aware of the variety of sounds around them?**
	Has c u r i o s i t y been aroused by sharing "sound experiences"?	

Suggested learning experiences for INTERMEDIATE grades . . .

USING DESCRIPTIVE WORDS IN TALKING

Objectives	*Suggested Procedure*	*Follow-Up*
1. Developing ability to visualize a scene by listening to words that show special relationships, sound, color, or action.	Relate the story as given on the following page.	*Objectives*: Same as in the preceding learning experience.
	Ask: "Could you see that picture in your minds as I described it to you"?	*Use*: Children's drawings and pictures cut from magazines and other periodicals.
2. Developing ability to use descriptive words in speaking	Have children tell all the things that made them *see* the picture. Write in lists, on the blackboard, under the following headings: What is it? What color is it? What is it doing? What sound can it make?	*Do This*: Have children tell about their pictures.
	Ask: "Is there anything about my description of the picture that reminds you of something we have studied in science?"	Discuss how well they used words to tell what was in the pictures: where it was; what colors were in the picture; what was happening; what sounds were heard.
Materials:		Make a further evaluation of stated objectives with children.
Craig, G. S. and Hurley, B. D., *Discovering With Science,* Boston: Ginn and Co., 1954	Use the text (p. 107) to find some science facts about sound used in the description.	
	Evaluation: Is there increasing ability to use descriptive words in speaking?	*Evaluate*: Consider the same questions as in the preceding learning experience.
	Is there increasing ability to visualize a scene by listening to descriptive words?	

Story to be related to the children:

"One morning I stood on a rocky hill, looking across a valley to the rolling hills beyond. The dark green hills were broken by light green pastures and newly-plowed fields surrounding a red and white farmhouse. Just below me, in the valley to my left, was another farm. The lower part of the barn was white, but the the upper part was red. The red brick silos were built close together at one side of the barn. Directly in front of me were twin white birch trees, with their yellow-green leaves bright in the morning sun. The road that wound past the nearby farm was hidden from my sight by some steep rocks at my right. Across the road, a river of clear blue water flowed quietly. Beyond the river was another rocky hill, at the bottom of which a single railroad track curved along the river.

"As I enjoyed the colorful scenery, I heard the deep low mooing of cows and the high-pitched cackles of hens. From the distance I heard the purring of an automobile motor, and looked across the valley to see a black car coming down the gray dirt road from the farm on the hill. The sound of a louder and noisier motor attracted my attention to a tractor coming from the barn in the valley. The sound of the tractor was lost as a bright diesel trailer truck roared around the bend of the road in front of the farm in the valley.

"Suddenly I heard the sharp barking of a black and white dog and the shouts of two boys and a girl, as they raced in front of me to wave at a train across the river. I had been so busy concentrating on the car, tractor, and truck that I had not heard the streamliner across the river. As I looked, the gleaming silver train with its sightseeing domes, rumbled around the bend of the river, its horn tooting like an old steam engine; and then I heard the steady drone of an airplane and looked up to see the sun glistening from a red and gray airliner flying through a few white clouds in a bright blue sky."

GROUP DISCUSSION

Wherever two or more persons get together there is some type of discussion. The type of group discussion may be listed as: information - sharing, problem - solving, informal, round-table, panel discussion, symposium and parliamentary.

All speaking and listening skills considered in the area on "Talks" apply to discussion situations. However, these skills must be adapted to the group discussion process. Specific lessons may be devoted to the following attitudes and skills:

Speaking	*Listening*
Desire to contribute to the discussion.	Willingness to listen to the other points of view.
Ability to stick to the topic of discussion while giving evidence to support one's point of view.	Ability to listen for supporting evidence related to the main topic of discussion.
Ability to organize one's thoughts in speaking according to a problem-solving pattern of definition, analysis, exploration, evaluation, and decision.	Ability to organize one's thoughts in listening according to a problem-solving pattern of definition, analysis, exploration, evaluation and decision.
Ability to serve as a leader in a discussion.	Ability to follow leadership in a discussion.
Ability to participate in meetings conducted according to parliamentary procedure.	Ability to participate in meetings conducted according to parliamentary procedure.

Suggested learning experiences for PRIMARY grades . . .

INFORMAL GROUP DISCUSSION IN SHARING TIME

Objectives	*Suggested Procedure*	*Follow-up*
1. To give opportunity for informal group discussion through sharing personal belongings. 2. To develop techniques of discussing as children talk about the things they bring to school to share. *Materials*: The regular set-up for the daily opening of school.	A pet turtle is held up for the class to see: Encourage the owner to tell something interesting about his pet—"How did you get the turtle?" Ask the other pupils if they have questions. Stress the need for speaking only when no one else is talking. Suggest that everyone can have a chance to talk when no one person talks too long. Observe the reactions of children for general interest in sharing pets. Listen to their comments and questions. "I have a pet goldfish." "Can I bring my goldfish tomorrow?" *Evaluation*: Do children realize the need for having rules to help them when they are "talking about" things together? Can they name some of the things that made their group discussion more enjoyable? - Take part by telling things others will like to hear and by asking questions. - Talk so that all the others can hear you. - Talk only when no one else is talking. - Give everyone a chance to talk.	*Objectives*: To give opportunity for the class to participate in an informal discussion of pets. To review rules used previously in group discussions. To add any others that might be needed, such as: - Listen to what others say. - If someone says something that you do not understand, ask him to explain it. - Keep to the subject. *Use*: Pets and other materials children might bring with them. *Do This*: Talk about the rules that made the last discussion enjoyable. Add any others the group feels are important. Let children take turns. Remind pupils when a rule needs to be recalled. *Evaluate*: In following discussion rules, are children enjoying informal group discussions more, or less? Are children applying the rules for discussion to other activities in the school program?

Suggested learning experiences for INTERMEDIATE grades . . .

A. Problem-Solving Through Group Discussion

Objectives

1. To develop ability to participate in problem-solving discussions.

2. To develop ability to use an organizational pattern of definition, analysis, exploration, evaluation, and decision in a problem-solving discussion.

3. To develop critical listening ability in a problem-solving discussion.

4. To review discussion skills of sticking to the point and supporting opinions.

Materials:

Textbooks, such as: —

Brownell, Evans and Hobson, *Crossroads,* 1959. American Book Company.

Byrd, Jones, Landis, Morgan and Shaw, *Growing in Health,* 1960. Laidlaw Brothers.

Hallock, Allen and Thomas, *Teamwork For Health,* 1958. Ginn and Company.

Children's Experiences:
"on the playground"
"with influenza."

Suggested Procedure

Discuss accidents that have happened on the playground.

Determine the causes of the accidents. List any probable causes agreed upon.

Discuss how these accidents might have been prevented. List.

Select a possible solution to the problem.

Draw up a list of playground rules.

Evaluation: Is there a deeper understanding of the health and safety concepts involved in accidents?

Have pupils acquired the the ability to state the problem, define any new words, and find causes of the problem?

Follw-Up

Objectives: Same as in the preceding experience.

Use: List of playground rules drawn up by the pupils.
Materials listed in previous experiences.

Do This: Discuss why the rules will make the playground safer. Point out the value of discussion skills developed in this experience.

Discuss contagious diseases, such as influenza, as the cause for another problem-increased pupil absence.

Discuss how to prevent the spread of disease.

Read in Health textbooks and supplementary sources to gain a background of information.

Plan to discuss:
causes of communicable diseases; the problem of inoculation, x-ray, pastuerization; personal health habits that will prevent contraction of communicable diseases.

Evaluate: Is there a deeper understanding of the health and safety concepts involved in accidents?

Have pupils acquired the ability to: (1) suggest and explain ways of solving a problem; (2) tell how and why it is a good solution; (3) discuss which solution would be most useful; (4) decide which solutions will be carried out; (5) put these solutions into effect as soon as possible?

B. Panel Discussion

Objectives

1. To develop ability to participate in a discussion by working through a leader.

2. To develop ability to lead a discussion by: stating a problem; asking leading questions; clarifying a statement made by panel members; summarizing main points developed by panel members.

3. To understand the similarities of the basic needs of people throughout the world.

4. To understand the influence of climate, topography, and the like on the realization of the basic needs—food, clothing, shelter.

Materials:

Textbooks, such as:—

Cordier, McConnell and Hughley, *Many Lands,* 1957. Rand McNally and Co.

McIntire, Meyer, Sorensen and Others, *Exploring Near and Far,* 1955. Follett Publishing Co.

Whipple and James, *Living On Our Earth,* 1955. The MacMillan Co.

Suggested Procedure

Meet with chairmen of groups studying various countries. Share reports of progress being made in each group.

Discuss possible ways of presenting group information to the class—posters, individual reports, panel discussions.

Consider the points for the leader to remember when conducting a panel discussion:—

a. State the question under discussion, in the beginning.

b. Ask questions that will help panel members stick to the topic.

c. Ask questions to bring out explanations of a speaker's point.

Evaluation: Is there evidence that the pupils understand the procedure to follow in a panel discussion?

Do they show ability to cooperate with the leader?

Is the panel discussion an effective way to share information?

Follow-Up

Objectives: To continue to strengthen the objectives previously stated.

Use: Materials chosen by the reporting group.

Do This: Plan to have a group participate in a panel discussion each day until all groups have reported.

Evaluate: Are the pupils using the accepted procedure in conducting their panel discussions?

Have they learned that the panel leader should ask questions to settle arguments?

Are panel leaders summarizing the points made during the discussion?

C. Using Parliamentary Procedure in Club Meetings

Objectives

1. To develop ability to use the principles of parliamentary procedure for club meetings: duties of presiding officer; order of business; reports of officers; role of committees; making motions; amending motions; voting and adjourning.

2. To use appropriate speaking and listening skills previously learned in talks and discussions.

Materials:

School Camping:—Boy and Girl Scout Handbooks.

Manley, H. and Drury, M. F. *Education Through Camping,* 1952. C. V. Mosby Co.

Vinal, W. G. *The Outdoor Schoolroom for Outdoor Living,* 1952. Vinchall, RFD, Cohassett, Mass.

Wylie, J. A., Ed. *Camping Education* No. LXXIII, Sept. 1952.

Parliamentary Procedure:—McKee P. et al *Mastering Your Language,* 1956. Houghton Mifflin Co., Chapter 28, "Learning to Organize a Group", pp. 255-60.

Suggested Procedure

Organize the class as a Club. Teacher becomes a member and acts as parliamentarian; advises class president on parliamentary procedures.

Schedule a meeting of the Club. Give necessary guidance to the *president,* as he performs his official duties:—

1. Call meeting to order.

2. Ask secretary to read the minutes of the last meeting. Have any additions or corrections. Approve.

3. Ask treasurer for a report. Accept.

4. Ask for any committee reports.

5. Bring up any unfinished business.

6. Ask for new business. —Pupils discuss taking a camping trip. Teacher moves election of a committee to get information. Motion is seconded and voted. Committee is chosen and asked to report at next meeting.

7. Introduce the program, if any.

8. Adjourn the meeting.

(Continued on following page)

Follow-up

Objectives: To further growth and development in the use of parliamentary procedure.

Use: Materials pupils feel are needed for conducting their next meeting.

Do This: Schedule a follow-up meeting of the class Club.

Observe how the *president* calls meeting to order and handles minutes and treasurer's report.

Guide the president when he asks for a report from the camping trip committee:

- Encourage a discussion of the committee's report.

- Suggest a motion be made to adopt recommendations.

- Teach how to make an amendment if original motion needs change.

Give any further guidance as the meeting proceeds to its adjournment.

Evaluate: Does the president show more self-confidence in conducting a meeting?

Do members give evidence of understanding parliamentary procedure? Are they cooperating?

Are pupils able to change motions by moving to amend them?

C. Using Pabliamentary Procedure in Club Meetings—(Continued)

Objectives	*Suggested Proceduure*	*Follow-Up*
Pollock, T. C. and Straub, J. H. *Sharing Ideas,* 1956. Macmillan and Co. Chapter 18, "Working Together in Clubs", pp. 140-49.	*Evaluation*: Have pupils shown aptitude for – learning the order of business in a club meeting? – learning how to accept reports of committees?	
Sterling, E., Lindahl, H. and Kich, K. *English Is Our Language,* 1957. D. C. Heath. Chapter 4, "Organizing and Collecting", pp. 140-49.	– learning to make motions? discussing them? voting on them? Are pupils listening well enough to participate in all of the actions taken?	
Sturgis, A. F. *Standard Code of Parliamentary Procedures,* 1950. McGraw-Hill Book Co.	Are pupils speaking so that they can be heard and understood by all present?	

VOICE

The speaking voice of an individual is as uniquely personal and distinctive as his fingerprints. It is also true that, assuming there is no physical anomaly, every voice is capable of being improved. The vocal skills necessary to the development of a good speaking voice include—

A pleasing voice quality

Adequate volume

Variety in duration of words

Appropriate phrasing and smoothness

Variety of pitch.

The classroom teacher attempts to develop with pupils standards for acceptable articulation in the use of voice and audience-speaker relations. A pleasing voice and one that is strong enough to be heard by everyone in a speaking-listening situation is important to the achievement of quality learning.

Suggested learning experiences for PRIMARY grades . . .

THE SOUNDS OF SPEECH

Objectives	*Suggested Procedure*	*Follow-Up*
1. To make children aware of speech sounds, their similarities and their differences. 2. To increase oral openings and flexibility or articulators. *Materials* Piano and/or drum	Training the ear for— *Alike Sounds*: Use piano or drum, strike the same key twice *or* strike the drum twice with the same force. Make sure the children understand the sounds are alike. *Then,* say two words that sound alike, as: moon-noon; boat-note. Divide class into two teams. Ask each team to take turns saying words that sound alike. The team with the most correct pairs of sounds wins. *Unlike Sounds*: Strike a high note and a low note on the piano *or* strike the drum in two different ways. Make it clear these sounds are not alike. *Then,* say two words that are unlike, as: tooth-cheese. Have the teams contribute unlike words. *Similar Sounds but Different*: Strike two keys very close together on the piano or strike the drum twice very similarly but differently. Then say two similar words, as: pin, pen; hat-hot. Show that these sounds are different, and how they are made. Ask for pairs of similar sounds.	*Objectives*: To review, briefly, points in preceding lesson. To develop an awareness of loud and soft tones. To strengthen increased flexibility of articulators, and increased oral opening. *Use*: Piano and/or drum. Rhythmical rhymes and verses. Story using much direct conversation. *Do This*: Review. On the piano *or* drum, demonstrate loud and soft tones. Demonstrate loud and soft voice tones. Make sure the difference is understood. Practice listening for loud and soft tones of voice at home and at school. Play a sound game: Gather the children in a circle, teacher in the center. Teacher speaks a series of words or phrases. If the tone is loud, the children are to move away from the center. Those mistaking the tone must drop out of the circle. The child who stays longest in the circle is the winner. Prepare to tell a story about two characters, one with a loud voice, one with a soft voice. Review p-b-m. Pair off for turns saying action rhymes, as: "Pease porridge hot, Pease porridge cold, Pease porridge in the pot, Nine days old."

(Continued on following page)

Suggested learning experiences for PRIMARY grades (Continued) . . .

THE SOUNDS OF SPEECH

Objectives	*Suggested Procedure*	
		Combine use of "m" sound and soft, medium, and loud tones of voice in a verse, such as: *Follow-Up* "Three little cats lived in a house. Mew, mew, mew! Father cat saw a little mouse. Mew, mew, mew! Baby cat said, 'I want a bite'. Mew, mew, mew! Mother cat said, 'Now don't fight'. Mew, mew, mew!"
	Increased Flexibility: Practice yawning for wider mouth opening and relaxation. Yawn and intone the vowels ah-aw, short *a* as in cat, and the like. Demonstrate phonetic placement of p-b-m. Use practice phrases such as the following, and exaggerate lip movement:	
	Pop, pop, pop went the popcorn popper. "Bah, bah, bah", said the bad black sheep. "Moo, moo, moo", said the moonfaced cow.	Practice verses from commitment to memory.
	Evaluation: Are the children giving evidence of listening for alike, unlike and similar sounds in words throughout the school day?	*Evaluate*: Are children showing increased skill in recognizing the differences in sound?
	Are they having time to practice with words having the p-b-m sounds?	

Suggested learning experiences for INTERMEDIATE grades . . .

Improving Voice Quality

Objectives

1. To strengthen the voice.
2. To increase vocal power and resonance.

Materials:

Evaluation:

Has an appropriate attitude toward improving voice quality been established?

Suggested Procedure

Use the following pairs of words, prolonging the "ng" sound:

Hong-Kong	one tone
Ding-dong	two tones
Sing-song	two tones
Ling-long	two tones

Be sure the real aperture is wide, jaw dropped, relaxed, and well open to force the tone into the nasal passages.

Have children pretend they are bells of different sizes. Divide into groups which echo each other.

Intone *ah,* short *a* as in cat, *aw, o, oo* as in boot, prolonging each vowel as long as possible without tension. Use one breath for each vowel. Gradually increase loudness with the sounding of each vowel until a loud, steady tone is achieved. Then reverse. Begin *ah* with a loud, steady tone. Gradually, decrease loudness.

Proceed to other vowels.

Dramatize situations so that children may use the vowels while pretending to be: a huge elephant—"ohhhhhhhhhh"; an enormous dish of ice cream—"ahhhhhhhh"; calling to a friend looking out the top window of a tall building — "Yooooo-hooooo"; and the like.

Practice these exercises whenever possible. Create imaginary situations using the vowels as above.

Follow-Up

Objectives: To continue to strengthen the voice.

To continue to increase vocal power and resonance.

Use:

Do This: Review: Hong-Kong, Ding-dong, Sing-song, Ling-long exercises.

Review: intonation of vowels from soft to loud, and from loud to soft.

Review: the use of vowel sounds in situations using "Ohhhhhhh" and "Ahhhhhhhh", and the like.

Say the following words *in unison* humming the "m" before saying the word: man, many, moon, mother, musical, merry, mum, must, mine, mister, master, mustard, minimum, mama, money.

In unison, hum the "n" before saying these words: Nancy, no, noon, Nan, nap, none, nice, net, nose, nothing, gnome, name, nimble, nut.

In unison, say rhymes, as

The Little Pig

"There was an old woman and she had a little pig, Mm-m-m-m-m-m. There was an old woman and she had a little pig, Mm-m-m-m-m-m. He didn't cost much 'cause he wasn't very big, Mm-m-m-m-m-m."

Practice exercises at home and at school. Write sentences containing *m, n, ng* words. Share prose or poetry containing these words.

Evaluate: Have children acquired skill in helping themselves to improve their voice quality?

ARTICULATION, ENUNCIATION AND PRONUNCIATION

"Mawy had a yitta amb" is an example of inaccurate *articulation.* The child who says, "Lemme see ya book" is exhibiting indistinct *enunciation.* The child who says "git" or "jist" is using unacceptable *pronunciation.* In the first example, the child was trying to say, "Mary had a little lamb"; in the second instance, he wanted to say, "Let me see your book"; and, lastly, "get" and "just".

If your pupils are able to produce all the vowel and consonant sounds without substituting, omitting, adding or distorting them, then they are using accurate *articulation.* If your pupils do not slur or omit syllables when they are speaking phrases and sentences, then they have distinct *enunciation.* If your pupils select the proper sounds and accent the appropriate syllables, then they are using acceptable *pronunciation.*

> "In just articulation, the words are not hurried over, nor precipitated syllable over syllable; nor, as it were, melted together into a mass of confusion; they are neither abridged nor prolonged, nor swallowed nor forced, nor shot from the mouth; they are not trailed nor drawled, nor let slip out carelessly, so as to drop unfinished. They are delivered from the lips as beautiful coins newly issued from the mint, deeply and accurately impressed, perfectly finished."
>
> —GILBERT AUSTIN

Suggested learning experiences for PRIMARY grades . . .

A. For Better Articulation

Objectives	*Suggested Procedure*	*Follow-Up*
1. To review auditory and discrimination between the sibilant sounds "s" and "z".	Write the word *is* on the blackboard.	*Objectives*: To read orally for pleasure the story, "Who Is Calling?"
2. To read orally and correctly differentiate "s' and "z" sounds in words.	Call attention to the final "z" sound of the word although it ends in the symbol "s".	To listen to others read for correct use of "s" and "z" sounds in words.
3. To develop auditory discrimination between "s" and "z".	Have children read other words in the list which end in "s", but have the "z" sound: *as; was; surprise; noise.*	To read correctly words with "s" symbol which have the "z" sound.
4. To develop accurate articulation of the "z" sound.	Call attention to the blends in the list that have the final "z" sound, but end in "s": chickens; hens; fri*ends*; anim*als*.	To read so others may hear correctly the "z" sound when it occurs in a word.
5. To give practice in the "z" sound and to strengthen the awareness that the "s" symbol also carries the "z" sound.	Have children clap when they recognize the "z" sound in these word pairs: hiss-his close-close us-use Sue-zoo price-prise sip-zip seal-zeal bus-buzz	*Use*: Gray, Arbuthnot and Others, *The New Friends and Neighbors,* 1956. "Who Is Calling?"
Materials:	Have children find and read orally sentences from the reading lesson with words that have the "z" sound.	*Do This*: Review word list from the previous experience.
Gray, Arbuthnot and Others, *The New Friends and Neighbors,* 1956. Teachers Edition. Scott, Foresman & Company.	*Evaluation*:	Ask for volunteer readers for the various characters in the story.
———, *The New Friends and Neighbors,* 1956. "Who is Calling?"	Have the children showed aptitude for understanding that the symbol "s" sometimes has the "z" sound?	Encourage the audience to listen for good "z" sounds as the characters read aloud.
Word list from the story when "s" symbol has a "z" sound: chickens, surprise, was, is, noise, as, hens, animals, friends.	Have they learned to say correctly the "z" sound in some words?	*Evaluate:* Are the children trying to read the "z" sounds clearly? Are they giving evidence of being able to discriminate correctly between the "s" and "z" sounds in speaking and reading?

Suggested learning experiences for PRIMARY grades . . .

B. For Improving Enunciation and Pronunciation

Objective	*Suggested Procedure*	*Follow-Up*
1. To improve diction. 2. To help pupils produce consonants and vowels correctly. 3. To correct careless or indistinct speech. 4. To emphasize "ch" and "sh" and to help the children hear the difference. *Materials*: Original poem: "Do You Know" A selected list of words. Poem: "SH! CH!"	Gain the children's attention by reciting the following: *Teacher:* Do you know how to sit up straight? *Children*: Yes, we do. *Teacher*: Do you know how to fold your hands? *Children*: Yes, we do. *Teacher*: Do you know how to look this way? *Children:* Yes, we do. *Teacher:* Then, you're ready for the lesson today. Teacher forms lips into a circle in order to make the "sh" sound. Have children make the "sh" sound. Have children pronounce these words with the "sh" sound in them: sheep brush wishing sheet dish machine she fish bashful Make the "ch", or sneezing sound; recite the poem, "SH! CH!" (1) Have children listen for the "ch" words. Repeat the poem. Listen for the "sh" words. Have children find pictures with the two sounds "sh" and "ch" in their names. *Evaluation*: Are the children making a conscientious effort to say "sh" and "ch" sounds correctly all during the school day?	*Objectives*: To emphasize "sh" and "ch"; to help the pupils hear the difference. *Use:* Drawing of "sh"—quiet sound; and "ch"—sneezing sound. Poem: "Let Me See" *Do This*: Gain the children's attention by saying the following poem: "Let me see your wide-awake eyes Let me see your smiling faces Let me see you sitting tall With nothing in your hands at all." Show the drawing of the "sh" and "ch" sounds. Place other pictures with the two sounds. Make short, original sentences about the pictures on display. *Evaluate*: Are children showing increased ability to use distinct articulation?

(1)

I make a sound just like a sneeze,
When I say chin and chair.
I make a very quiet sound,
When I say shoe and share.

Now listen to the sneezing sound
In chew and church and lunch
And now you'll hear it once again
In chicken, chop and bunch.

Now listen for the quiet sound
In ship and shop and brush
And now you'll hear it once again
In sheep, show and rush.

Suggested learning experiences for INTERMEDIATE grades . . .

A. For Better Articulation

Objectives	*Suggested Procedure*	*Follow-Up*
1. To review the principles that aid in determining vowel sounds.	Use a game. Review the pupils' auditory discrimination: —Two teams—"long vowel" and "short vowel." —Teacher calls words of one or two syllables from the list taken from the reading lesson. —Each member is given a turn at recognizing and naming the long vowel heard: brave—long "a", pupil must stand; ice—long "i", pupil must stand; kick—short "i", pupil must stand.	*Objectives*: To continue to develop the skills as formerly stated. *Use*: Materials found needed in reading and speaking. *Do This*: Emphasize clear articulation of long and short vowel sounds in oral reading and in speaking. Encourage pupils to correct each other's errors of these sounds.
2. To determine pupils' ability to discriminate between vowel sounds.		
3. To review visual clues to short and long vowel sounds.		
4. To check pupils' ability to hear vowel sounds.		*Evaluate*: Are the pupils showing better articulation as they speak and read aloud? Are parents and other adults noticing improvements in the speaking ability of individuals?
5. To encourage the use of the basic understandings of vowel sounds in all speaking and oral activities.	Review visual clues with flash cards; pupils say the name of the long vowel: *ea*—response would be long "e"; *i-e*—response would be long "i"—and the like.	

Materials:

Gray, Arbuthnot and Others, *The New People and Progress*, 1955.
"Who's Afraid of Bears"?

Flash cards with visual clues as to long vowel sounds, as: *ea* *a-e* *ei* *oa* and the like.

Word list of long and short sounds for purposes of discrimination.

A two-team word game.

Use *The New People And Progress* reader, p. 36, par. 1. Tell in which words the long vowel sound may be heard.

Note: If pupils point out they hear a long vowel but see no visual clue, remind them of the importance of combining visual clues with contextual clues.

Evaluation: Is there evidence that the children are learning to differentiate long and short vowel sounds?

Are they using visual clues in reading for determining long vowel sounds?

Have they succeeded in making the vowel sounds correctly?

Suggested learning experiences for INTERMEDIATE grades . . .

B. For Improving Enunciation and Pronunciation

Objectives	*Suggested Procedure*	*Follow-Up*
1. To emphasize "sh" and "ch". 2. To help pupils hear the difference between "sh" and "ch".	Demonstrate how the sounds "sh" and "ch" are made. Have pupils make the two sounds Think of words that begin, or end, with "sh" or have "sh" in the middle. Share them aloud.	*Objectives*: To help pupils listen and discriminate between the sounds "sh" and "ch." *Use*: Van Riper. *Speech in the Elementary Classroom*, 1955. Harper & Brothers. Page 22. *Do This*: Review the sounds "sh" and "ch" by producing and saying words which contain the sounds.
Materials: Board of Education, Newark, New Jersey, Department of Radio and Television, *"Saying By Playings* Speech Through Games With Bobo, p. 4, "ch" games.	Play a game: Pupils perform an action only when they hear "ch" in the instructions as—Pinch your cheek, touch your knee, wash your face, watch your teacher. If "ch" is not used by the teacher, the pupils do nothing. Practice saying the following words after the sound is learned: chair; child; cheese; lunch; peach; church; kitchen; teacher; ketchup. Repeat the game. This time pupils are to *say* and *do* the action from their reading lesson. Write sentences using the two sounds "sh" and "ch". *Evaluation*: Are the pupils making a conscientious effort to say "sh" and "ch" sounds correctly all during the school day?	Read sentences containing the sounds "sh" and "ch". Pupils touch lips when "sh" words are spoken; cover mouths when "ch" words are heard. *Evaluate*: Are the pupils showing increasing ability to listen and discriminate between "sh" and "ch" sounds?

ORAL READING AND CHORAL SPEAKING

Oral reading and choral speaking have more than one objective in the elementary school curriculum. Oral reading is used for teaching and evaluating reading skills. Both oral reading and choral speaking are activities through which voice and articulation skills are taught. The four major objectives are:

1. To develop appreciative listening to oral reading.
2. To develop appreciation of poetry through choral speaking.
3. To develop ability to communicate thought and mood in refrain and solo types of choral speaking.
4. To listen for thought and mood in refrain and solo types of choral speaking.

Material for choral speaking is customarily divided in the following ways—

Unison: voices speaking in perfect accord.

Line-a-Child: one person or one group speaks at a time; voices are progressively added to achieve power.

Reductive: voices are progressively subtracted.

Antiphonal: choir divided equally into light and dark voices; usually the light voices give the questions and the dark voices the answers.

Refrain: solo voice carries the narrative; the group responds with unison refrain.

Suggested learning experiences for PRIMARY grades . . .

A. Oral Reading

Objectives

1. To create an interest in books.

2. To develop an awareness of the need for effectively transferring the content of the printed page to the listener.

Materials:

Pictures—related to the story to be read.

Story—selected from among the classroom library books—for example, *Curious George* by Rey.

Other library books.

Suggested Procedure

Discuss, briefly, the pictures related to the story to be read.

Show the book, *Curious George,* to the class. Talk about the title to clarify its meaning.

Read the story to the class.

Question the pupils to bring about the reasons why the monkey got that name.

Visit the library corner in the classroom. Encourage each pupil to choose a book to read.

Suggest each pupil draw a picture of the part of the story liked best.

Let each pupil select a story to read to the class.

Evaluation:

How interested are the pupils in their library books?

Is reading a story aloud to your pupils, a good way to arouse their interest in library books?

Are they using the books without being reminded to do so?

Follow-Up

Objectives: To develop the ability to read orally for enjoyment.

Use: Any stories of interest to the class.

Do This: Recall previous story through sharing original pictures.

Prepare to have a pupil read his story aloud. Set up standards with the class for oral reading and listening.

Discuss how well the story was read aloud.
Plan to have other stories read later.

Evaluate:

Were the pupils able to apply their standards in discussing how the story was read?

Was listening genuine or forced?

Suggested learning experiences for PRIMARY grades . . .

B. CHORAL SPEAKING

Objectives

1. To develop appreciation of poetry through choral reading.
2. To develop ability to participate in chorus and solo speaking in choral reading situations.
3. To develop ability to listen to others while participating in choral reading.
4. To develop ability to communicate thought and mood in chorus and solo types of choral reading.

Materials:

Scott, L. B. and Thompson, J. J., *Talking Time,* 1951. Webster Publishing Co. "The Rain".

Oaktag Cards: one for each verse of the poem.

Suggested Procedure

Teacher: "Since we have been talking about the weather, I thought you might like to hear this poem—"The Rain" by Louise Scott. —Read poem. Discuss thoughts and feelings about the poem.— "What words are repeated at the end of each verse?"

Pupils: "Rain, rain, rain,
Drip, drip, drip."

Teacher: Was this a light or heavy rain?"

Pupils: "It was a heavy rain."

Teacher: "The poem told how the clouds began to cry. Do you think you could be the clouds and cry as you say the words, 'Rain, rain, rain'? Say them with me."

Teacher and Pupils: "Rain, rain, rain".

Teacher: "How did the rain drip to the ground from the roof tops?"

Pupils: "It dripped slowly."

Teacher: "What words describe the sound of the rain dripping slowly?"

Pupils: "Drip, drip, drop."

Teacher: "Can you say 'Drip, drip, drop' with me slowly? Try to make the rain drip slowly."

Teacher and Pupils: "Drip, drip, drop."
Read the poem again. Invite the pupils to help by saying the chorus after each verse. Ask for actions that could be used to show how it is raining.

Pupils: "We could raise our arms and use our fingers to show the rain falling. We could tap on our desks with our fingers for each 'Drip, drip, drop'."

Repeat the poem, using pupil suggestions when saying the chorus. Try letting the pupils read the verses. Use the oaktag cards.

Evaluation: What evidence do you see that pupils are increasing their abilities as you work together to achieve the objectives? Are they taking initiative in finding other poems suitable for choral speaking?

Suggested learning experiences for INTERMEDIATE grades . . .

A. Oral Reading

Objectives	*Suggested Procedure*	*Follow-Up*
1. To develop appreciation of poetry by listening for mood. 2. To develop ability to communicate the mood of poetry through reading aloud. 3. To listen for mood in the voices of oral readers. 4. To use voice to communicate mood in oral reading. *Materials*: Arbuthnot, M. H. *Time For Poetry,* 1951. "Sunning"—p.70 "Lone Dog"—p.71	Recall seeing various kinds of dogs playing in the community. Introduce and read the poem—"Sunning". Discuss the poem for listening comprehension, word meaning, and the like. *Teacher*: "How did the poem show Old Dog was lazy?" *Pupils*: "too lazy to rise and run"—"flapped an ear at a buzzing fly"—"winked a half-open sleepy eye". *Teacher*: How did my voice sound when you listened to the poem?" *Pupils*: "It sounded lazy; it sounded sleepy." Introduce and read the poem—"Lone Dog". Talk about the things Lone Dog liked to do. *Teacher*: How did this poem make you feel?" *Pupils*: "I wanted to go out and run around the playground". "I wanted to run through the woods." *Teacher*: "How did my voice sound as I read the poem?" *Pupils*: Your voice went up and down, and you read faster and louder than you did when read about Old Dog." *Teacher*: "Do you think you would have felt the mood if you had read the poem silently?" *Pupils*: "No." *Teacher*: "Why?" *Pupils*: You used your voice to help us feel the mood." Plan to study other poems. *Evaluation*: Is there a carry-over of these learnings into all oral reading activities?	*Objectives*: To continue to build the objectives as originally stated. *Use*: Dawson, Miller & Zollinger, *Language For Daily Use,* 1955. Grade 6. Chapter 9, pp. 291-306. *Do This*: Recall studying the two poems about the two dogs. Introduce a new poem, "City Streets and Country Roads". Read the poem aloud. Use the questions in the text to guide a discussion of meaning, sense impressions, sights, sounds, smells, and the like. *Teacher*: "What kind of mood does the stanza about the country suggest?" *Pupils*: "A quiet mood." *Teacher*: "How did I use my voice to suggest the mood of each stanza?" *Pupils*: "You need a soft voice when you read about the country. You read that stanza slowly." Find other poems in the text to study. Encourage individuals to read poems aloud to display mood. *Evaluate*: Do pupils ask to read poems aloud? Are they able to suggest the mood from the reader's voice?

Suggested learning experiences for INTERMEDIATE grades . . .

B. Choral Speaking

Objectives	*Suggested Procedure*	*Follow-Up*
1. To create an interest in choral speaking.	Introduce the poem. Read it aloud.	*Objectives*: To continue to strengthen speech skills.
2. To develop an enjoyment and appreciation of poetry through choral speaking.	Discuss the poem for listening, comprehension, word meaning, mood, and the like.	To continue to develop pleasure in participating in choral speaking.
3. To develop the skills needed to make poetry come alive: clear enunciation; accurate pronunciation; intelligent interpretation.	Encourage pupil suggestions for interpreting the words, timing, and phrasing.	*Use*: Humorous poems of interest to the class.
	Try out suggestions with individuals and with groups.	Patriotic poems, such as: "There'll Always Be America" "Wave the Flag" "I Love America" "I Believe" "A Song for Our Flag"
	Decide on a plan to follow. Make any changes needed in voice control, enunciation, timing of words and phrases, interpretation of words, and poise.	*Do This*: Review the poem, *The Camel's Complaint.*
Materials:		Recall and discuss further things to listen for and ways of conveying moods of a poem.
Copies of - Carryl, C. E. *The Camel's Complaint*—for the class	*Evaluation*:	Have individual oral reading of the new poem. Discuss how the poem was read. Invite suggestions for improvement.
Other humorous poems suitable for choral speaking.	Are the speakers and the audience getting pleasure and satisfaction out of the activity?	Take necessary steps for group reading of the poem.
	Are the pupils developing the essentials of tone production and pronunciation essential to effective choral speaking?	*Evaluate*: Are pupils giving evidence of being better able to work with others?
	Are the pupils developing, personally, through group participation?	Is their speech at times other than in choral speaking showing improvement?

DRAMATIC ACTIVITIES

Dramatization is very closely related to story-telling. It has the appeal of the story and adds to it the pleasure of dramatic activity as well. Since children tend to lose themselves in the parts they are playing, dramatization helps the timid and repressed child to overcome his reserve and his fear of an audience.

Besides developing socially, pupils who play a story acquire new words and ideas, learn to think in proper sequence, and develop flexible voices and clear enunciation. They are often able to contribute original interpretation and action.

In one form of dramatization, pupils reproduce language situations that are met in everyday social living. They dramatize the correct way to greet their guests before an open-house program; to use the telephone; to give a direction; or to make an introduction. Pupils, whose home training is meager, acquire competence in these matters only through school activities.

The classroom teacher actively participates with the group as its members work to evolve a plan for telling a story in play form. Every effort should be made during this time to develop skills leading to clear enunciation, correct pronunciation, and voice control.

It is not advisable to write the dialogue. The scenes should be rehearsed by different groups with the class present. The listeners should give courteous and helpful suggestions for improvement. Interrupting a scene with comments should be avoided during rehearsal.

Objectives for Primary Grades

1. To extend and clarify concepts and ideas; to develop new ones.
2. To increase vocabulary and to make use of it in speaking and writing.
3. To express ideas orally; to talk fluently and easily; and, to organize ideas clearly.
4. To listen carefully; to evaluate what is heard.
5. To take pride in using language effectively and correctly; to evaluate own work.
6. To develop attitudes that make for responsible, cooperative, courteous behavior.

Objectives for Intermediate Grades

1. To enrich subject-matter learnings.
2. To deepen appreciation for literature and human relationships.
3. To produce desirable effects on personality and emotional health: self-confidence; adequacy; security.
4. To develop insight into personal behavior, which, in turn, can lead to more wholesome personality and emotional health.

Suggested learning experiences for PRIMARY grades . . .

Improving Speech Through Dramatization

Objectives

1. To develop expression through dramatization.
2. To give speech training.
3. To give experience in informal dramatization.
4. To teach correct pronunciation of words.

Materials:

Children's experiences with animals.

Construction materials for making simple costumes.

Suggested Procedure

Ask questions to help pupils recall a sequence of incidents about a familiar experience, for example, with animal friends. (1) Help them to remember conversation and movement.

Encourage pupils to use the voices and actions of the actual incidents.
Note: Teachers should be careful not to show how to say or do something.

Give the pupils the freedom to create by saying—
"Tell us what you said."
"Show us what you did."

Praise and accept efforts especially in the first attempts at dramatization.

Evaluation:

Are the pupils being stimulated to natural and spontaneous expression?

Are they beginning to develop a feeling of security and satisfaction in speaking before others?

(1) An example of a possible dramatic activity growing out of a study of Animal Friends is outlined on the following page.

Follow-Up

Objectives: To continue original objectives.

To initiate any additional learning experiences felt to be needed.

To give help with pronunciation . . .

Use: A chart or blackboard for listing words to be studied.

Do This: Introduce words needing improvement in pronunciation . . .
"A good actor will pronounce words correctly."

—catch, told, just, can, get—

Study the words (1): use rhyming words; emphasize letters to be sounded correctly; plan additional exercises.

Evaluate: Are pupils making a conscious effort to pronounce words correctly?

(1) *catch* rhymes with *match*.
Sound *a* correctly.
told rhymes with *gold*.
Sound the *d* at the end.
just rhymes with *must*.
Sound the *t* at the end.
can rhymes with *pan*.
Sound the *a* correctly.
get rhymes with *let*.
Sound the *e* correctly.

THE PET SHOW

The children divide themselves into those who will be pet Owners and those who will be Pets. They form a circle for the purpose of being an audience, the Owners standing and the Pets stooping or sitting in front of the Owners. Very simple costuming may be used, if desired, for example, large paper ears for the rabbit. Each pet will demonstrate his gait and voice when called upon to perform. One good clear speaker is chosen to be the Announcer. Any child who doesn't wish to have a pet in the show may act as judge along with the teacher. These children will select "best in show," "largest," "smallest," and other categories suggested by the children.

Here Is the Way a Group May Talk

Announcer: "Hello, Friends! I'm glad to see so many of you out today. I'm sure you will be glad you came. We are going to have some fine prizes for your pets. If you are ready, we will begin now."

Audience: "We're ready! Let's go!" (other spontaneous remarks).

Announcer: "Here comes Ann with her pet chicken."

Ann: "Come, Biddie, follow me."

Biddie: "Peep, peep, peep. I like corn to eat."

(The audience may wish to applaud or make some comments for or about each entrant. This should be encouraged because the ultimate goal is spontaneous socialized expression as in real life situations).

Announcer: "Thank you, Ann. Now, here is Ben with his pet goat."

Ben: "Come along, Billy Goat. Show the people what you can do."

Billy Goat: (Chews vigorously so that his chin whiskers move up and down.) "Ma-a-a, Ma-a-a. This grass tastes good."

Announcer: "Thank you, Ben. Look what Mary has here!"

Mary: (With arm around cat.) "My cat's name is Dusty. He is gray and white. He knows many tricks but he is too shy to do them for you now. Come to my house sometime and see him." (To Dusty) "You'll do something then, won't you, Dusty?"

Dusty: "Meow, Meow. Yes, I will."

Announcer: "Hello, Joe. Your dog looks pretty."

Joe: "Thanks! He is going to do some tricks for you. Sit up, Lucky."

(In a begging position—stooping with arms bent at elbow and hands, limp from wrist, hanging down.)

Lucky: "Bow-wow-wow! Give me a biscuit, please."

(The procession will continue as long as there are children and a pet for each. Other pets may be a turtle, pigeon, parakeet, rabbit, frog, and the like. It may be necessary to duplicate the pets in order to assure each child an opportunity to participate.)

Announcer: "I'd like to say that we have had a very good show here today. When we hear from the judges we will give the prizes." (Badges may be made ahead of time.)

Judge or Judges: (May be spoken in chorus or solo) "We think that all the pets were fine. Their owners handled them well, also. We had a hard time picking winners. We think Wesley's frog should get first prize; Sue's lamb, second prize; Jane's turtle, third prize."

Audience: (Applause)

Suggested learning experiences for INTERMEDIATE grades . . .

IMPROVING SPEECH THROUGH DRAMATIZATION

Objectives	*Suggested Procedure*	*Follow-Up*
1. To provide for enjoyment through watching or playing a story. 2. To develop ability to— a. listen to or dramatize the events of a personal experience or story in the right order. b. listen to the voices and observe the actions of the characters in the story. c. suggest voices of the characters being dramatized. d. use the actions of the character being dramatized. *Materials*: Furniture for a living room or its equivalent. Something to represent a television set. Pictures made by pupils.	Talk about how the information pupils have learned in social studies can be shared in an interesting way. Teacher may wish to share a personal experience relating to a trip to the Eastern Shore of Maryland. *Voice* can be used to suggest the thrill of the adventure. Gestures and actions can show how ideas may be dramatized. Recall with pupils *Les Travel Show* in their basic reader. A possible introduction is outlined on the following page. Make plans with the class to produce the show. *Evaluation*: Are *all* pupils having an opportunity to take an active part in the show? Are pupils who need more and better oral expression being given parts that will help them to grow and develop, personally and otherwise?	*Objectives*: To continue to work on objectives originally stated. To guide pupil efforts in carrying out their character parts. *Use*: Props and other materials decided as necessary by the class. *Do This*: Rehearse the program. Invite constructive comments: "As you listened to the conversation, or dialogue, for each scene, what did you think of it?" "Did each actor talk and act like the character he pretended to be?" "Was he heard, and did he articulate clearly?" "Did he make his voice show just how the character felt?" Develop *Guides for an Actor* to follow: –Talk and act like the character. –Make your voice show how the character felt. –Give emphasis and clarity to meaning-carrying words and subordinate the unimportant words. –Always face partly towards your audience. Try out different groups of actors. Encourage creative thinking. *Evaluate*: Are pupils being allowed freedom to exercise original thinking? Are they showing increased ability to effectively express themselves through the media of speech? Are they gaining satisfaction from the experience?

The following suggestion could be used as an introduction to a culminating activity for a study of the "Chesapeake Bay Region."(1)

The Les Travel Show

Ennie Chyle was looking out of the window when the ABC Television truck drove up to her door.

Ennie: (Calling to her mother) "The television set is here! Two men are taking it out of the truck right now!" (She runs out of the room to watch the men unload the television.)
(The men and Ennie enter with the television set.)

Ennie: "Will it work right away? How do I turn it on? How do I get the different stations?"

1st Man: "Now just a minute, young lady! This set is heavy. As soon as we put it down and catch our breath, we will answer your questions."
(Mother enters the room.)

2nd Man: "Where shall we put your set?"

Mother: "How would it do by that wall between the two windows?"

1st Man: "That's a good place."
(Ennie sits on the floor watching the men work.)

1st Man: "Now I'll show you what to do, young lady." (He points to a button.) "This button turns the set on. It also makes the sound louder or softer. This other button changes the stations."

Ennie: "Can I turn it on now? Is it ready?"

2nd Man: "Yes, but you'd better sit on a chair farther away. If you sit too close to the screen, your eyes will get tired quickly."
(Ennie turns the TV set on, and moves over to a chair and sits down. A man's face appears on the screen.)

TV Announcer: "Good afternoon, friends. Today we are welcoming home our news man, Les Travel. He has been traveling up and down the region of the Chesapeake Bay. Let's listen to what he has to tell us. He also has some good pictures to show you while he talks."

Les Travel: "Thank you! Hello, friends! I'd like to tell you about some of the things I've seen and done the weeks I've been in the Bay Region. Because there is so much to tell, I've divided it into sections. Today, I'll tell you about my visit to a cannery on the Eastern Shore of Maryland."
(The play will continue with Les Travel interviewing workers at the cannery. The children who take the parts of the workers will contribute whatever information they have about the canning industry in Maryland.)

(1) Suggested by the Surprise Guest in the basic reader, *The New Times and Places*, p. 210.

PART III

BACKGROUND MATERAL FOR THE CLASSROOM TEACHER

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APPENDIX

SOUNDS OF ENGLISH: CONSONANTS

Age of Maturity: 3 - 5 years.

p	pig, apple, cup
b	ball, baby, tub
m	money, hammer, broom
w	window, sandwich
h	hat
wh	wheel
t	tire, button, coat
d	doll, Indian, bird

Age of Maturity: 6 - 7 years.

l	latter, balloon, bell
r	ring, carrot
th(vl)	thumb, birthday, mouth
th(v)	them, feather, wreathe
sh	shoe, dishes, fish
ch	chair, teacher, branch
j	jump
g	giraffe, angel
s	saw, basket, bus
c	city, pencil
z	zipper, puzzle, buzz
dr	dress
cr, kr	cream
gr	grapes, agree
fr	frog, afraid
thr	three
sp	spoon
sm	smoke
n	nest, penny, moon
k	key, cookie, book
c	car
g	gun, wagon, flag
ng	swing, finger
f	foot, goldfish, leaf
v	valentine, seven, television
tw	twins, between
dw	dwarf
qu, kw	queen, squirrel
pl	plate, airplane, apple
bl	block, Mable
cl	clock
gl	glove
fl	flow
sl	sled, asleep
pr	present, apron
br	broom, umbrella
tr	tree
sn	snow
st	star, nest
str	straw
sk, sc	school, skates
scr, skr	screw
squ(sk)	squirrel
sw	sweater

Pronunciation of words in item 8 under Teacher Self-Helps:

		Diacritical			*Diacritical*
1.	and	and	8.	bad	bad
2.	but	but	9.	should	shood
3.	than	than	10.	shall	shal
4.	a	a			
5.	an	an			
6.	the	the before consonants; before vowels—the, thi			
7.	to	too			

SOUNDS OF ENGLISH: ASSIMILATION

1. The sound "s" is pronounced "z" after all vowels and b, d, g, m, n, v, ng, th (voiced). The sound "s" is pronounced "s" after p, t, k, f, th(voiceless).

2. Words ending in "ed" are pronounced "t" when preceded by a voiceless sound: talked, walked, stepped, stuffed, pushed, preached.
   Words ending in "ed" are pronounced "d" when preceded by a voiced sound: rubbed, saved, buzzed, judged, steamed, cleaned, breathed.

3. In words where two identical plosive sounds (p, b, t, k, g) come together, one is heard: bought two, take care, good deal, stop Peter, big boat, book case.

4. In words where the last sound in one word and the first sound in the next are produced at the same point of articulation (n-d, on gum ridge; f-v, on lower lip) only one contact of the articulator is made for the two and there is no pause between the words: hot dog, five fingers, nine lollipops.

INFORMAL DRAMATICS

A second grade teacher may introduce community helpers through the use of voice and dramatization. As a listening experience, the teacher could re-enact a policeman's rescue of a girl who had fallen through the ice on a pond. The class could dramatize their trip to the fire station, including the actions of the firemen at the sound of the alarm. Later, each child could dramatize the duties of a specific community helper.

Make a *health play.* The play can show what to do through the whole day. It can be about getting up, dressing, having breakfast, getting ready for school, having lunch, and other things. Show the best way to do each thing.

In the intermediate grades one possibility of informal dramatizations occurs in sports activities. The teacher might dramatize a difficult play in tennis where it is necessary to run up to the net to hit a ball and then run to the back of the court to return the ball after an opponent's "smash".

The class as a group might re-enact an exciting portion of a soft ball game during recess.

Individuals could dramatize incidents that have happened to them in sports and other activities.

Listening to recordings can also be effective in developing an awareness of voice usage in creating dramatic effect.

SPEECH GAMES

A Good Speech Race, *Let's Talk,* p. 135.

Consonant Lotto. Dolch.

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Go Fish. Remedial Education Center, Washington, D. C.

Group Word Teaching Game. Dolch.

I Went to the Store, *Let's Play,* p. 43.

Know Your States. Dolch.

Lucky Tickets, *Speech Correction Through Listening,* p. 79.

Match-ettes. The Judy Company, Minneapolis, Minnesota.

Mr. Goof-Habit, *Speech Correction Through Listening,* p. 110.

Phonic Bingo.

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